



ST. CATHERINE  
UNIVERSITY

# THE EFFECTS OF TEACHER-CENTERED COACHING ON WHOLE-CLASS TRANSITIONS IN A MONTESSORI LOWER ELEMENTARY CLASSROOM

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## Why Teacher–Centered Coaching?

- Teachers desire specific classroom management training during first years of teaching.
  - Lots of training
    - Content
    - Pedagogy
    - Child development
  - Desire training in Classroom Management
- Coaching model most effective
  - Real time (side-by-side, observation/feedback cycle)
  - One-on-one
  - Short cycle of learning and feedback 4–6 weeks

## Findings in Literature

- Instructional Coaching
  - Cognitive Coaching
  - Jim Knight
- Classroom management techniques
  - Montessori
  - Love & Logic
  - No-Nonsense Nurturing

## Why Transition Times?

- End of work cycle → circle time: missing instructional time
  - Some teachers end work cycle up to 20 min early
  - In one day → 1 ½ hours missed instructional time/day

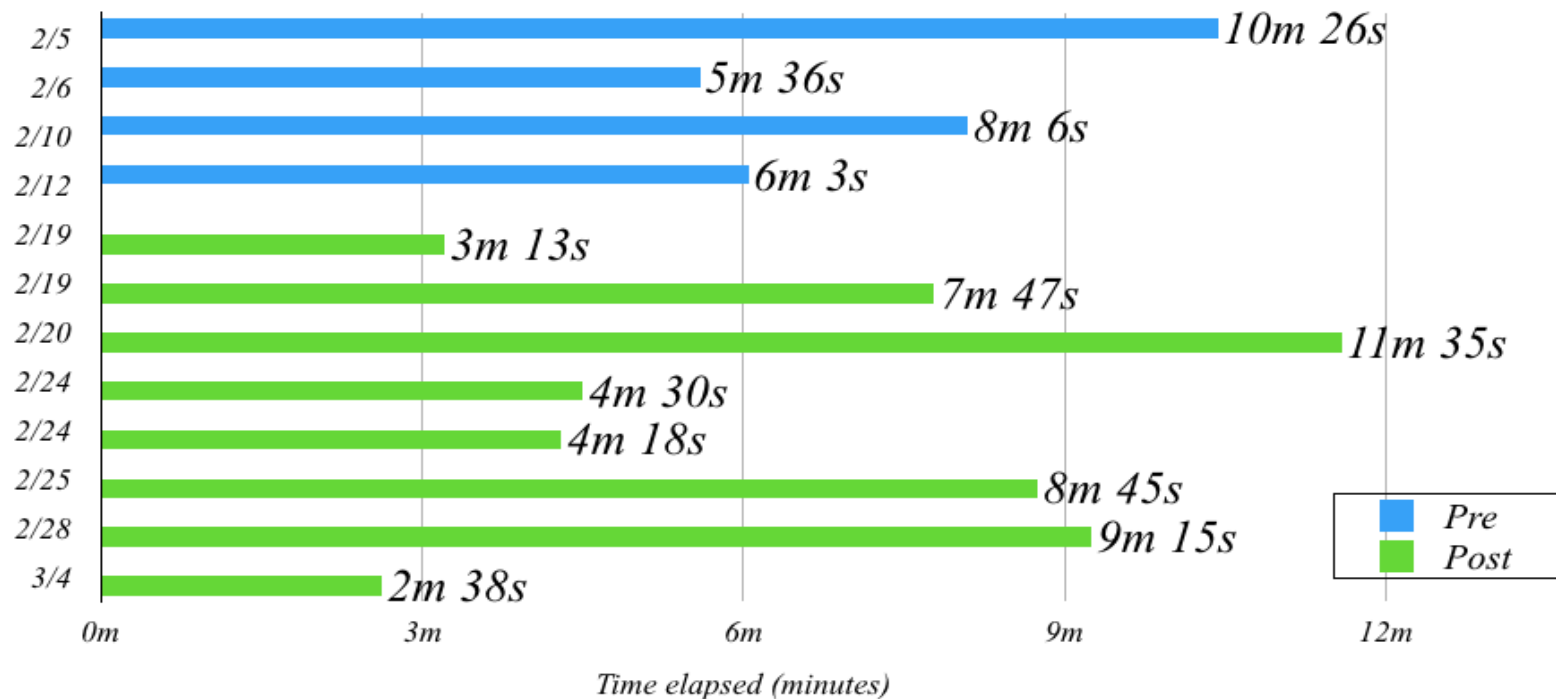
## The Research Process:

- One teacher participant
  - New to school
  - Teaching a level hasn't taught for years
- Baseline data gathering (Pre-Intervention Questionnaire)
- Observations
  - Timed transition duration from attention signal to students sitting in circle/line time
  - Noted phrases teacher used before & during transition
- Coaching meeting
  - Weekly questionnaire
  - Specific discussion on NNN phrases
- Wrap-up (Post-Intervention Questionnaire)

## Action Research Findings:

### ➤ Effects on time to transition

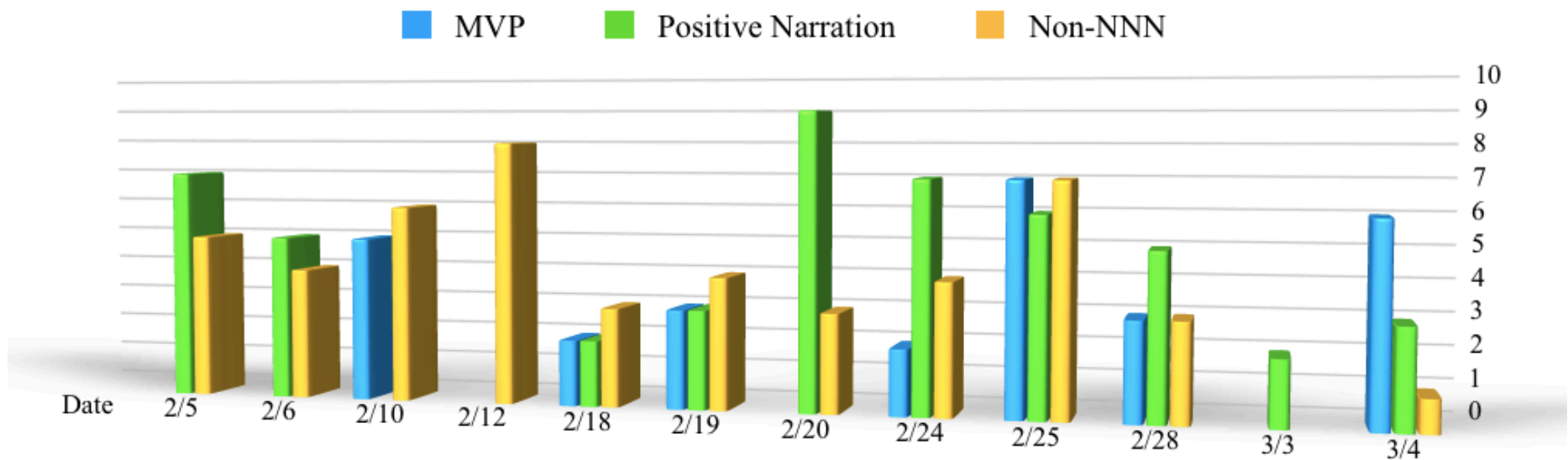
Pre- & Post- Intervention Transition Times



## Action Research Findings:

### ➤ Use of phrases

Types of phrases used during transitions



## Action Research Findings–Conclusion

- Set clear, attainable goals before coaching intervention begins
- Map out observation schedule
- Determine the length of coaching cycle (4–6 weeks)
- Agree to specific tasks and expectations about who will perform them
- Pre-arrange coaching meeting times (and keep them!)

## Action Research Findings:

- Wrap up the coaching cycle with a culminating conversation (from the teacher)
  - What was learned...
    - Consistency is really key during transition times
    - Be very prepared with phrases to use, especially those MVP phrases
  - What questions remain/next steps...
    - More practice with Positive Narration
    - Observe other teachers using NNN well



## How will this research affect my future coaching?

- Clear goals
  - Mutually designed
  - Action steps
- Clear communication
  - Calendarized observations
  - Follow up meetings for questions & feedback
  - Restate goals/expectations at every meeting
- Documentation
- Wrap-up/close the cycle
  - What was learned/what questions remain/next steps?



## Further research

- Coaching models for working with Montessori teachers, specifically

## References:

- Borrero, K. K. (2019). Every student every day: A no-nonsense nurturer approach to reaching all learners. Solution Tree Press. 6–8.
- Knight, J. (2004). Instructional coaches make progress through partnership. *Journal of Staff Development*, 25(2), 32–37.
- Knight, J. (2018). *The impact cycle: What instructional coaches should do to foster powerful improvements in teaching*. Corwin Press.

And many more...